English as an Additional Language or Dialect

Common Oral Assessment Task
Information for teachers and students

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Disclaimer

Any resources, such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Contents

Introduction

All students enrolled in the Year 12 ATAR English as an Additional Language or Dialect (EAL/D) course are required to complete the common oral assessment task (COAT) developed by the School Curriculum and Standards Authority (the Authority) for the course.

The COAT is a compulsory school-based assessment and is administered by the classroom teacher.

From 2023, the practical (oral) examination for the Year 12 ATAR EAL/D course will be removed from the assessment table in the syllabus and the COAT will be introduced as a new assessment type. The Authority is responsible for developing and providing the COAT to schools. Schools will be required to administer and assess the COAT using the marking key provided as part of the school-based assessment program during the period specified by the Authority in the *Activities Schedule*.

This document provides general information to teachers and students about the COAT.

1. Purpose of the COAT

The COAT is an assessment task developed by the Authority and distributed to schools for administering to students enrolled in the Year 12 ATAR EAL/D course. The COAT replaces the practical examination assessment type in the assessment table in the Year 12 ATAR EAL/D course syllabus as a separate assessment type with a weighting of 10 per cent for the pair of units.

The COAT is intended to be a fair, valid and authentic assessment for students enrolled in the Year 12 ATAR EAL/D course. It allows students to demonstrate their understanding of the content studied in Unit 3 and the oral skills they have developed.

The COAT:
- supports the fair assessment of student achievement in the Year 12 ATAR EAL/D course
- supports subsequent statistical moderation processes for the Year 12 ATAR EAL/D course
- establishes common understandings of the course standards and related content
- is **not** an examination and will not function as an examination.

The COAT is administered and marked by the classroom teacher/s delivering the course using the script, stimulus material and marking key provided by the Authority.

Schools are required to submit the audio-visual recordings and the raw marks by each criterion for each student to the Authority.

When the COAT has been marked by the teacher/s, and all marks and recordings have been submitted, the Authority reviews a sample of the COAT recordings. The Authority will select a representative sampling from each class to be reviewed through independent marking.

The feedback provided in the Authority's reports in SIRS will enable the teacher/s of the course at the school to reflect on their marking practice. Teachers will not be required to change student marks based on this feedback; however, teachers will be encouraged to review and, where appropriate, adjust their marking to align with the course standard.

The Authority may initiate a grading review or other moderation activities based on the COAT data.

2. Administration of the COAT

As a school-based assessment task, schools are responsible for administering the COAT in accordance with their school's senior secondary assessment policy. The school's nominated COAT Contact Person is responsible for liaising with the Authority prior to the administration period and will be provided with the COAT materials and information about where and when to download necessary documentation. The COAT must be marked by the classroom teacher and recorded using audio-visual equipment. All student recordings and raw marks must be submitted to the Authority.

Details of the process and format for uploading the COAT assessment marks for each student into SIRS will be provided to schools. A report in SIRS will also be available for schools to check for missing audio-visual recordings of interviews and/or student assessment results.

3. Reporting achievement

Teachers are responsible for making sure the COAT requirements are met and students are adequately prepared. Teachers must ensure they are using the current syllabus. Any further advice on matters related to the syllabus or assessment will be published in the 11to12 Circulars (https://www.scsa.wa.edu.au/publications/circulars/11to12-circulars) on the Authority website.

Teachers should also refer to section 2 School-based assessment of student achievement in WACE and preliminary courses of the *WACE Manual* (https://www.scsa.wa.edu.au/publications/wace-manual) published on the Authority website.

The COAT is included in the assessment table in the Year 12 ATAR EAL/D course syllabus as a separate assessment type with a weighting of 10 per cent for the pair of units. The school provides the audiovisual recording and the marks for each student to the Authority at the completion of the COAT administration. The marks are included in the school marks and contribute to the course mark out of 100.

4. Criteria for marking

Oral performance is assessed based on what a student is able to demonstrate throughout the interview. The *Sample Common Oral Assessment Task Marking Key,* published on the Authority website, identifies the assessment criteria for the interview task and describes levels of student performance for each criterion. Students will be assessed against the following criteria:
- content
- fluency and clarity (pronunciation, intonation, stress)
- linguistic resources (accuracy, appropriacy and range of grammar and lexis)
- communication and register.

A numerical scale will be used to assess student performance in the COAT.

Teachers and students are advised to familiarise themselves with the marking key as preparation for the COAT. Refer to sections 8 and 9 for further information about what students should be able to demonstrate during the COAT.

5. Procedure for marking

The classroom teacher is responsible for marking the COAT in accordance with the marking key provided by the Authority.

Interviews may be conducted by someone other than the classroom teacher (i.e. an interviewer), but must be marked by the teacher. If the classroom teacher chooses not to conduct the interview, but rather to observe and mark in real time, the classroom teacher should mark independently and not confer with the interviewer. The interviewer must not participate in the marking process at all.

Where schools have more than one Year 12 ATAR EAL/D class, and more than one teacher delivering the course, teachers should conduct an internal comparability process to ensure marks are consistent between classes.

Small group moderation process
Schools involved in a small group moderation (SGM) partnership are not required to moderate the COAT with their partner school/s. All students' criteria marks and audiovisual recordings should be uploaded by their respective schools. Students should be advised that COAT marks will be finalised after the external marking process.

After the external marking process, if schools involved in SGM partnerships are both found to be within tolerance, no further action will be required. If there is a discrepancy between one or more schools within a SGM partnership and the Authority's mean mark, schools in SGM partnerships will be required to review their collective COAT marks through a suitable process as outlined in the *WACE Manual* section 3.6.2 Comparability of school marks at partner schools.

Where the Authority conducts further moderation activities informed by COAT data at a school involved in a partnership, schools should follow the advice in the *WACE Manual* section 3.6.3 Moderation of schools in a small group moderation partnership.

6. Procedure for the COAT

The classroom teacher must ensure that every interview for the COAT is recorded in an audiovisual format. The Authority requires schools administering the COAT for the first time to upload at least one test file during the test file upload window. The test file upload window will occur every year.

At the commencement of the preparation time, the interviewer/teacher issues the student with a COAT preparation booklet, their WA student number (WASN) identification sheet and a stimulus item. The stimulus items are comprised of an image and four focus questions. The student is given five minutes to prepare for the interview by making notes in the COAT preparation booklet. One print English language dictionary may be used during the preparation time, but not during the interview time for the COAT. The teacher/supervisor monitors the student during the preparation time. At the end of the allotted time, the student is escorted to the interview room. The stimulus item should be collected at the end of the allocated time.

During the interview, the student should not read from their preparation notes, but use them for reference only or as a memory prompt for the next point. Interviews should not exceed 10 minutes.

At the end of the interview, the student must hand in their COAT preparation booklet and WASN identification sheet. These items remain at the school and are **not** submitted to the Authority.

7. Principles of assessment

School-based assessment of student achievement in all WACE and Preliminary courses must be based on the following principles.

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment must be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

Teachers are required to apply a consistent standard and process to assess each student's performance. This requires a clear understanding and consistent application of the marking key provided for the COAT.

All students must complete the COAT within the period specified for its administration. If a student is absent when the COAT is administered, but returns to school within the period when the COAT is scheduled, they are expected to complete the task under invigilated conditions. As for all school-based assessments, the school should apply its senior secondary assessment policy if a student is unable to sit the COAT.

8. Design of the COAT

Two contexts will be selected each year by the Authority and published in advance for schools. Approximately five stimulus items will be produced for each context. Therefore, schools will receive approximately 10 stimulus items in total each year. Teachers may choose to use the stimulus materials from one or both of the learning contexts based on what they have taught so far. The learning contexts themselves are not assessable content, but rather they provide an avenue for students to engage with the syllabus content.

Students should use their responses to demonstrate their oral English language communication skills and understanding of the focus and content of Unit 3.

The syllabus content and the language table fall into the category of assessable content. All the syllabus content must be taught throughout the Year 12 ATAR EAL/D course. A representative sampling of this content should be assessed. This is reflected in the COAT marking key.

The COAT stimulus materials are devised from two of the learning contexts of Unit 3, which will provide students the opportunity to demonstrate the knowledge, understanding and skills that make up the Unit 3 content. The literal and inferential questions provide students the opportunity to discuss the stimulus and their ideas related to the image and questions. The analytical and evaluative questions provide students the opportunity to connect the ideas in the stimulus with what they have learnt in Unit 3. This may include discussion of issues, ideas and texts studied throughout Unit 3.

9. Structure of the COAT

Coat section	Duration
Preparation	5 minutes
Interview	maximum 10 minutes

9.1 Preparation time

During the preparation time, the student prepares for the interview by making notes in their COAT preparation booklet, referring to their print English language dictionary if needed.

Students should be aware that the teacher will choose the questions; therefore, the notes students develop should assist them to effectively discuss issues, ideas, texts and topics related to the contexts they have studied and link them to the focus questions and images where appropriate.

9.2 Interview

During the COAT, the student engages in an interactive discussion with the interviewer/teacher.

The student should not present a sustained utterance such as a prepared speech, rather, they should respond to the questions as asked by the interviewer/teacher. A student who launches into a monologue or who recites rote-learned material **will** be stopped by the interviewer/teacher, thanked politely and asked another question to redirect the discussion and to elicit spontaneous conversation. The student should understand that in doing this, the interviewer/teacher is assisting them to maximise their performance.

The student should only talk about issues and topics related to Unit 3. This should include, but is not limited to, the learning context to which the image and focus questions relate.

The student should respond to the interview questions with their ideas and opinions inspired by the image, drawing on their knowledge and understanding of the topics they have studied in Unit 3. The student should give precise examples from texts, where appropriate, to demonstrate their understanding of the focus and content of Unit 3.

Suggested interview timing

Interview content:	Suggested duration:
Question 1 (literal)	approximately 1 minute
Question 2 (inferential)	approximately 2–3 minutes
Question 3 (analytical)	approximately 3 minutes
Question 4 (evaluative)	approximately 3 minutes

The focus questions are organised by level of difficulty/complexity. A minimum of three questions must be asked by the interviewer/teacher, the order of which is at the interviewer's/teacher's discretion. The student should be given the opportunity to address the more conceptually demanding questions.

Follow-up questions asked by the interviewer/teacher should be open-ended and provide the student with the opportunity to express ideas and opinions. Questions should guide students to

demonstrate their knowledge, understanding and skills from the syllabus through the contexts from Unit 3.

The student should use their responses to demonstrate their oral English language communication skills, including using Standard Australian English with flexibility and precision. The student should not read from their notes, but use them for reference only or as a memory prompt when asked questions by the teacher.

10. Conducting the interview for the COAT

Students should not wear or carry anything that identifies them or their school. Therefore, uniforms or other items of clothing, equipment or stamped/labelled material through which a school may be identified must not be visible in the recording.

After the student is seated, the interviewer/teacher ensures the recording device is positioned appropriately to capture the voice of the interviewer/teacher and the voice and image of the student. The interviewer/teacher begins the recording and asks the student to identify themselves using their WASN. The student must hold, with both hands, their WASN identification sheet in front of their upper body, ensuring all eight digits of the student's WASN are clearly visible. Once this image has been captured, the student can place the WASN identification sheet on the floor.

The interviewer/teacher begins the interview by greeting the student and it is expected that the student will respond, for example:

Interviewer/teacher: Hello, we will start the COAT now. Can you please hold up, with both hands, your WASN identification sheet? Thank you, you can put it aside now. You have been given an image and some focus questions to consider in your preparation time. What image number do you have?

Student: My image number is <…>.

Interviewer/teacher: Thank you. Let's begin. *(Asks the first question)*

The literal question provides an opportunity for the student to warm up before answering the more complex questions. However, the interviewer/teacher guides the questions and may choose to begin with any of the focus questions. The interviewer/teacher **must** ask at least three out of the four focus questions. The questions may be asked in any order. Follow-up or clarifying questions may and should be asked as appropriate. These questions should assist students to make connections between the stimulus and what they have studied in Unit 3, including, but not limited to, what they learned about an issue from a text or texts they have studied.

The maximum time allowed for the COAT interview is 10 minutes. The interviewer/teacher is responsible for conducting the interview within the allotted time and should be aware of the time throughout the interview, ensuring that at least three out of the four questions are asked, and the student has enough time to demonstrate the required skills, knowledge and understandings reflected in the marking key.

At the end of the interview, the COAT preparation booklet and WASN identification sheet must be collected from the student.